DOCUMENT RESUME

ED 065 492 24 SP 005 820

AUTHOR Wiley, Robert C.
TITLE Determining Tendencies of College Faculty, Student Teachers, and Cooperating Teachers Toward Traditionalism or Progressivism in their Attitudes Regarding Education.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO BR-1-G-020
PUB DATE Mar 72
GRANT OEG-7-71-0010(509)
NOTE 33p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *College Faculty; *Cooperating Teachers; Educational Practice; Student Motivation; *Student Teachers; *Teacher Attitudes; Teacher Education; *Teacher Influence
IDENTIFIERS Kerlinger's Education Scales VI and VII

ABSTRACT

This investigation was undertaken to assess and determine relationships between a college education faculty, student teachers, and cooperating teachers concerning their tendencies toward conservatism or progressivism and resultant influences upon student teachers. Instruments used to assess tendencies toward conservatism or progressivism were Kerlinger's Education Scale VI and Education Scale VII. The procedures involved a pilot study with experimental and control groups followed by the complete study. Significance of differences between group means were determined by t-tests. The study indicates that the Kerlinger instruments do distinguish degrees of conservatism or progressivism. Data indicated that the education faculty tended strongly toward progressivism, the cooperating teachers toward conservatism, and student teachers were about midway between the two. As a result of on-campus "block" courses, student teachers moved strongly toward progressivism, but regressed toward conservatism during student teaching, with regression greatest among elementary student teachers. Results of the study question the value of student teaching unless the goals of the teacher training program and the attitudes of cooperating teachers are compatible. The appendix includes Education Scales VI and VII. (Author/MJM)

Final Report

Project No. BR 1-G-020
Grant No. OEG-7-71-0010 (509)

Robert C. Wiley
Missouri Southern State College
Newman & Duquesne Roads
Joplin, Missouri 64801

Determining Tendencies of College Faculty, Student Teachers, and Cooperating Teachers Toward Traditionalism or Progressivism in their Attitudes Regarding Education

March 31, 1972

U. S. Department of Health, Education, and Welfare

Office of Education

National Center for Educational Research and Development

(Regional Research Program)

ABSTRACT

Title: Determining Tendencies of College Faculty, Student Teachers, and Cooperating Teachers Toward Traditionalism or Progressivism in Their Attitudes Regarding Education

Principal Investigator: Robert C. Wiley

Contracting Agency: Missouri Southern State College

Federal Funds Requested: $5,340.00

Beginning and Ending Dates: April 1, 1971-March 31, 1972

Assuming that an individual's tendency to be receptive to new concepts in education is related to a tendency to think conservatively or progressively regarding education, this investigation was undertaken to assess and determine relationships between a college education faculty, student teachers, and cooperating teachers concerning their tendencies toward conservatism or progressivism and resultant influences upon student teachers.

Instruments used to assess tendencies toward conservatism or progressivism were Kerlinger's Education Scale VI and Education Scale VII. The procedures involved a pilot study with experimental and control groups followed by the complete study. Significance of differences between group means were determined by t-tests.

The study indicates that the Kerlinger instruments do distinguish degrees of conservatism or progressivism. Data indicated that the education faculty tended strongly toward progressivism, the cooperating teachers toward conservatism, and student teachers were about midway between the two. As a result of on-campus "block" courses student teachers moved strongly toward progressivism, but regressed toward conservatism during student teaching, with regression greatest among elementary student teachers.

Results of the study question the value of student teaching unless the goals of the teacher training program and the attitudes of cooperating teachers are compatible.

Table of Contents

List of Tables

List of Figures and Illustrations

Problem and Background for the Study

The problem investigated under this proposal was whether or not an individual's mind-set toward change in educational practices and concepts can be determined with a sufficient degree of accuracy to enable such a measurement to be of practical value in the training of potential teachers.

Since the mind-set of a teacher may indicate an inclination to reject or be receptive to new ideas and innovations in education, it should be one of the purposes of a teacher education program to foster in its graduates an attitude toward change that will enable the in-service teacher to bring to the teaching-learning situation a behavior conducive to an optimum learning experience. If we are to anticipate the future needs of teachers, we must prepare them for change, not stability. The climate prevailing in education today is one of change, not only in technology but in the thought processes and basic beliefs of educators. Such innovations as team teaching, nongrading, and differentiated staffing involve not only administrative changes but may require that teacher re-orient themselves philosophically regarding the teaching-learning process. A critical factor in bringing about change is the mind-set of teachers. Are they, as this research would attempt to determine, inclined toward traditionalism or progressivism? The significance of the question lies in the knowledge that teacher beliefs and attitudes will be reflected in those whom they are in a position to influence in a profound manner, as is the case with college professors and cooperating teachers working with student teachers.

In any teacher preparation program considerable emphasis is placed upon the formulation of certain attitudes which the institution feels are desirable. During those times when the pressures of change and innovation are pressing upon educators from all sides, the mind-set of teachers toward change assumes major importance.

For the purpose of this study, the concept of progressivism is best expressed by Kerlinger, who equated progressivism with permissiveness by saying permissiveness stresses:

> ...problem solving and relative deemphasis on subject matter and knowledge, education as growth, children's interests and needs as basic to education, equality and warmth in interpersonal relationships, internal discipline, liberal social beliefs which emphasize Education as an instrument of social change, and a morality based on social and individual re sponsibility.[1]

1 Kerlinger, Fred N. "Progressivism and Traditionalism: Basic Factors of Educational Attitudes." Journal of Social Psychology 48; 11-35; August, 1958.

Traditionalism as conceptualized in this study is an adaptation from Kerlinger's definition of restrictiveness:

> Exmphasis is on subject matter for its own sake, impersonal superior-inferior relationships with considerable importance attached to the hierarchial nature of such relationships, external discipline, and conservative status quo preserving social believs. "Morality" is strongly emphasized and based on external "higher" authority.[2]

In any teacher preparation program considerable emphasis is placed upon the formulation of certain attitudes which the institution feels are desirable. Research has repeatedly indicated that student teachers are profoundly influenced by the college education faculty and individual cooperating teachers. Studies have concluded that student teacher attitudes shift toward those held by cooperating teachers and, more significantly, this shift was in a negative direction. If such studies are an accurate reflection of what is happening, it would appear that two major components of teacher education programs are working at cross purposes. If the institution is operating on the assumption that an innovative, progressive teacher is more likely to be an effective one, then we find ourselves in the position of making every effort to provide for consistency in philosophy throughout both the campus professional education sequence and the activity of student teaching, or being forced to reexamine the old and largely unchallenged notion that the student teaching experience is the most valuable part of the teacher education program.

---

[2]Kerlinger, Fred N. "Progressivism and Traditionalism: Basic Factors of Educational Attitudes." Journal of Social Psychology 48; 11-35; August, 1958.

Objectives and Procedures

The objectives of the proposed project are:

1. To assess the tendency of cooperating teachers used by Missouri Southern College relative to traditionalism or progressivism;
2. To determine the extent to which there is a difference in attitude toward traditionalism or progressivism between the college professional education faculty and that of cooperative teachers;
3. To determine whether or not student teacher's attitudes change during the student teaching experience, and if so, in what direction as regards traditionalism or progressivism.
4. To use the resulting information for college feed-back purposes and/or as a basis for designing experimental programs to correct exposed weaknesses.

The instruments by which tendencies toward progressivism or traditionalism will be measured are Education Scale VI and Education VII (ES VI and ES VII). These scales were developed specifically for the purpose of assessing progressivism and traditionalism among both lay people and teachers. These two scales will be discussed in greater detail in the following (b) portion of this section of the proposal.

GENERAL PROCEDURES: The first phase in the development of this proposal is the implementation of a pilot study and establishment of a control group by which to compare attitude changes in the experimental group.

(1) During the week of April 5-9 ES VI will be administered to education majors who have not participated in student teaching or engaged in on-campus "block" courses reserved for student teachers.

(2) During this same week ES VI will be administered to those students who are just returning from their student teaching experience. This assessment will make possible a comparison of scores regarding Traditionalism-Progressivism between students who have experienced student teaching and those who have not.

(3) At the conclusion of on campus courses for returning student teachers (May 24-27), they will be administered ES VII to determine shifts in attitude as a result of professional semester on-campus courses.

(4) Amendment of the proposal to include these two groups will make possible a pilot study for the project and will also furnish an additional group of Traditionalism-Progressivism scores with which to compare Fall Semester 1971-72 students. As originally submitted this additional data would not have been available.

(5) Fall Semester, 1971-72:

(a) The initial step in the full development of this proposal is the assessment of the educational faculty's inclination to be traditional or progressive in beliefs and attitudes relating to education. Included in this assessment will be all faculty members of the institution who teach courses in the professional education sequence and those who participate in the preparation of student teachers during the on-campus "block" phase of teacher training. This will involve approximately twenty faculty members. This assessment will be made at the beginning of the Fall Semester (August 1971) using ES VII. Also at this time those students who are to begin their on-campus "block" courses will be administered ES VII.

(b) The second phase of the study will be measurement of the traditionalism-progressivism attitude of students who have just completed their eight week on-campus "block" courses. For this assessment ES VI will be used. The purpose of this measurement is to detect any shift in attitude during professional semester course work.

(c) The third step in the development of the study will be measurement with ES VII of the traditionalism-progressivism orientation of cooperating teachers. This will be at the beginning of the student teaching experience (October, 1971).

(d) The fourth and final phase of data gathering will be assessment by means of ES VII of traditionalism tendencies of student teachers once again. This measurement is at the conclusion of the student teaching experience. ES VII is used at this time since this will allow 16 full weeks since its previous use with this group of students. The major purpose of this final assessment is to determine what influence, if any, and in what direction students shift in opinion regarding traditionalism or progressivism as a result of their student teaching program.

(e) At the conclusion of each step in the data gathering process scores on the ES VI or ES VII will be determined and group means computed for (1) college faculty, (2) cooperating teachers, (3) two assessments of student teacher scores. Significance of difference between group means will be determined by t-tests. The .05 level of significance will be the rejection point. Determination of group means will make it possible to position groups relative to each other on a continuum ranging from extreme conservative to extreme progressive.

(f) Treatment of data, writing summaries and conclusions, and preparation of results in printed form will be carried out during the remaining time allowed in the project proposal.

The Instruments for Assessing Traditionalism-Progressivism

Education Scales VI and VII are the result of efforts by Kerlinger, and Kerlinger and Kaya to devise a scale to measure tendencies of individuals toward attitudes or beliefs which may be classified as progressive or traditional. The following description of ES VI and ES VII is taken from Kerlinger's Manual for Education Scale I and Education Scale II, to which an addendum for Education Scales VI and VII has been attached. Samples of ES VI and ES VII are included in the Appendix.

Since the manual for Education Scale I (ES-I) and Education Scale II (ES-II) was written, a number of other scales to measure attitudes toward education have been constructed and extensively and intensively studied. Some of this work was reported in Reference 1. Much of it has not been reported. The purpose of this supplement is to supply information on the two most important and useful of these educational attitudes scales, Education Scale VI (ES-VI) and Education Scale (ES-VII).

ES VI

ES-VI is a 46-item summated-rating type scale (like ES-I) that has 23 A (Progressivism) and 23 B (Traditionalism) items. The items were selected from a pool of some 100 items either used in earlier research or constructed for inclusion in ES-VI. ES-VI has been administered to a number of samples of teachers and graduate students of education in New York, North Carolina, and Texas. The means, standard deviations, reliability co-efficients (alpha estimates), the correlations between the A and B subscales from these samples are reported in Table 6. It seems clear that the reliability weakness of ES-I has been repaired with ES-VI: the r have been consistently in the low and middle .80's for tt's both A and B measures. The means and standard deviations are much like those of ES-I.

ES-VII

Education Scale VII is a 30-item instrument constructed from the items of ES-VI on the basis of first-order orthogonal rotation factor analyses, item-total correlations, and content. The aim was to construct a relatively short but reliable scale that had items that were "pure" measures of A and B. The 15 A items and the 15 B items satisfied the purity criterion rather well. They satisfied the item-total correlation criterion (A items with A totals and B items with B totals) very well.

The scale was administered to two samples of teachers and graduate students of education in New York and Indiana. Means, standard deviations, reliability coefficients (alpha), and correlations between the A and B factors are reported in Table 10, the means and standard deviations are much like those of ES-I and ES-VI. The correlations between the A and B reliabilities are .70 and .78, but for the Indiana sample they were .76 and .69. The reliabilities for two additional samples of New York City teachers, N=96 and 84, were, for A and B respectively. .81 and .77, .75 and .81. Except for the one Indiana sample, then, the A and B internal consistency reliabilities are satisfactory. With one

exception, all A and B items showed substantial item-total correlations (_.35) in both the Long Island and Indiana samples.

The Long Island and Indiana sample data were factor analyzed with principal axes factor analysis and orthogonal rotations. The results were similar in the two samples, and the two samples were merged into one (N + 457) for a combined factor analysis. Four factors were rotated to simple structure. The content of these were similar to the content of the factors of ES-VI. There were two A and two B factors. Second-order analysis was not attempted.

Conclusions

In sum, ES-VI and ES-VII are satisfactory measures of attitudes toward education. They are factorially valid and reasonably reliable. If one wants to be fairly sure of substantial reliability for both the A and B measures, use ES-VI. If, on the other hand, one wants considerably shorter and perhaps factorially "purer" measures of A and B, then ES-VII should be the choice. The only shortcoming of ES-VII may be its lower reliabilities with some samples.

In other research, ES-VI and ES-VII have been correlated with other variables. ES-VII correlates as high with some of these other variables as ES-VI, despite its brevity.

No investigations of predictive validity--for example, studies using the "known-group" method--have been done with ES-VI and ES-VII. It is assumed that the results obtained with ES-I (see Reference 3) would obtain with the psychometrically superior scales.

The reader may wonder why forced-choice forms of ES-VI and ES-VII have not been constructed. It has been found that forced-choice forms of ES-I (ES-II and ES-IV), while reliable and valid from one point of view, fall down on factorial validity. The forced-choice forms introduce spurious negative correlations between the A and B factors. Moreover, experience has shown that the summated-rating form works as well as the forced-choice form in differentiating individuals' attitudes. The overriding consideration, however, was the lack of faith one can have in correlations calculated between the A and B measures and other variables. (See Reference 1.)

Considerable experience with both scales and other evidence turns the choice toward ES-VII. It is recommended, therefore, that ES-VII be used in most situations in which measures of progressivism and traditionalism are wanted. In those few cases where highly reliable measures are mandatory, it will be safer to use ES-VI.

Note on Administration of Scales

The administration and scoring of ES-VI and ES-VII are the same as the administration and scoring ES-I, except, of course, for the number of items.

(Users of ES-VI should note that Items 13 and 30 are virtual duplicates of each other. This duplication was incorporated into the scale for a purpose that does not need to be explained here. The scale can be used as is with little loss, or Item 13 can be omitted. Item 30 seems to be slightly better than Item 13.)

Instructions are given with each scale, and all that is needed is to implement them by making sure that all subjects understand what is required. A bit more care with instructions seems to be necessary with ES-II since some subjects seem not to get it clear that the tetrad items must be rank-ordered. It is best to give one or two examples of possible responses to items. It should also be stressed that opinions are being measured, that everyone has different opinions, and that there are no right or wrong answers. Experience shows that there is little difficulty encountered with most people. But a few individuals will object to the scales--especially to ES-II--and to the items. If asked what the items mean, the reply should be something to the effect that the person should answer as best he can. Do not interpret items. Also, do not allow too much time. Tell subjects that their first reactions are what is wanted and that they should not spend too much time with any one item nor should they go back over the items.

Scoring

Two keys are supplied with this manual, one for ES-I and one for ES-II. The keys have only one purpose: to identify the A and B items. ES-I is a seven-point scale and is scored as follows:

Agree Very Strongly:	3 = 7		Disagree Very Strongly:	-3 = 1
Agree Strongly :	2 = 6		Disagree Strongly :	-2 = 2
Agree :	1 = 5		Disagree :	-1 = 3
	No Response = 4			

The following procedure has been found to be the quickest and most economical. In the margin to the left of the response to the items note the value of each response according to the above scheme. But score the A-items on the first page first, and then score the B-items on the same page. Then do page two similarly. Add all the A-item scores and divide by 10; do similarly for the B-items. Write the A-score, the B-score, and the A-B score at the top of the scale. Maintain minus signs for A-B scores which have larger B-scores than A-scores.

Results of the Study

The results of the study were not unexpected in that a regression toward conservatism was anticipated during the student teaching experience. The literature of teacher training contains an abundance of research reflecting a shift in attitude by student teachers toward those of cooperating teachers. Although this investigation differed from most attitudinal studies (usually multidimensional) in that an attempt was made to assess one independent factor of educational attitude, the shift toward cooperating teacher belief systems was expected. As will be noted in a discussion of the various tables, the unexpected was in the degree of shift and by whom. Significance of difference between the means of data groups was determined by two-tailed t-tests with .05 required for significance. Statement of the null hypothesis is assumed for each statistical calculation.

Table I is a listing of mean scores for each sample group. This table is, for the most part, self-explanatory. However, this opportunity will be taken to look at some results that were not as expected.

First, the means for Faculty, Elementary Cooperating Teachers, and Secondary Cooperating Teachers were approximately as expected. A real surprise was the small mean difference between the Elementary Student Teachers before Block courses and Secondary Majors Before Block Courses. This result was unexpected because elementary student teachers at this point have had approximately five hours under the education faculty. A second surprise arising from the data was that the secondary majors shifted toward Progressivism almost three times as far as the elementary student teachers, a shift of 1.11750 for secondary majors compared to a shift of .43215 for elementary student teachers. The question is, after entering the block courses at nearly the same mean, why did the secondary majors shift almost three times as far toward Progressivism as the elementary group? This is especially puzzling since during block courses elementary and secondary majors are not separated according to educational levels, but are heterogeneously grouped. The degree of regression during student teaching, toward Conservatism or toward Conservatism or toward their cooperating teacher, was approximately the same for each group. The elementary student teachers regressed 1.07500; the secondary majors 1.03750, about as anticipated. For reasons explained in the section Limitations of the Study, no attempt will be made to offer explanations for obtained data.

TABLE 1

Listing of Means Obtained from Sample Groups and Test Instrument Used

Group	Mean Score	Assessment Instrument
Faculty	3.74374	ES VII
Elementary Majors Before Block	2.67142	ES VII
Elementary Majors After Block	3.10357	ES VI
Secondary Majors Before Block	2.58999	ES VII
Secondary Majors After Block	3.70740	ES VI
Elementary Cooperating Teachers	2.14499	ES VII
Secondary Cooperating Teachers	1.88518	ES VII
Elementary Majors After Student Teaching	2.02857	ES VII
Secondary Majors After Student Teaching	2.66999	ES VII

Note: ES VI or ES VII refers to the Kerlinger Education Scale VI (46 items) or Kerlinger Education Scale VII (30 items). Faculty refers to members of the college faculty in the Division of Education and subject matter specialists involved in the training of secondary majors. Block refers to the nine-hour sequence of eight-week courses: History and Philosophy of Education, Critical Issues, and either Foundations of Curriculum, Measurement and Evaluation, or Psychology of Learning.

Figure 1 is supplied in an attempt to portray more concretely for the reader where each sample group would appear according to mean score if arranged along a continuum from Conservatism to Progressivism. According to scoring instructions for ES VI and ES VII a minus (-) sign is to mark scores where B items are predominant. Although some individual total responses were negative (-1.60 etc) there were no negative mean scores, therefore all means and ranged on the positive side of 0. Had individual scores been plotted a few would have fallen on the negative side of 0, indicating a greater B (Conservatism) score than A (Progressivism) score.

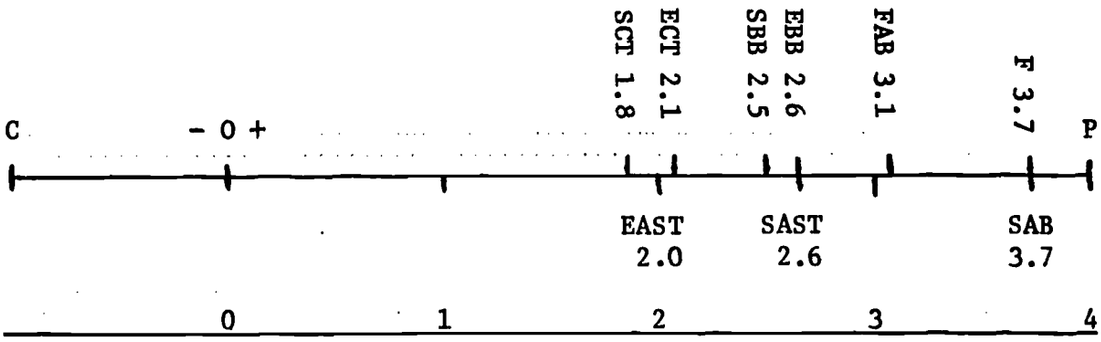

Figure 1. Placement of Mean Scores on a Conservatism--Progressivism Continum

Code: F = Faculty
EBB = Elementary Before Block Courses
EAB = Elementary After Block Courses
SBB = Secondary efore Block Courses
SAB = Secondary After Block Courses
ECT = Elementary Cooperating Teachers
SCT = Secondary Cooperating Teachers
EAST = Elementary After Student Teaching
SAST = Secondary After Student Teaching
C = Conservatism
P = Progressivism

Note: For purposes of this illustration the distance O-P is greater than distance O-C only to allow space for abbreviations.

Table 2 indicates that there did exist a significant difference between mean scores of the faculty and student teachers, which would appear to point out that there was room for a shift toward greater progressivism if elementary student teachers responded to the faculty.

TABLE 2

t-test of Mean Scores of Faculty and Elementary Student Teachers Before Block Courses

Group	df	Σx^2	$\bar{X}$	t
Faculty		257.84	3.74374	
	42			2.6836*
Elementary, bb		234.49	2.67142	

* Significant beyond .05 (2.017 required)

Table 3 indicates that elementary student teachers were apparently responsive to a more progressive faculty in that at the conclusion of nine hours of block courses there was a shift toward greater progressivism to the extent that there was no significant difference in mean scores for the two groups. The nine hours of on-campus block courses consist of History & Philosophy of Education, Critical Issues, and either Foundations of Curriculum, Measurement and Evaluation, or Psychology of Learning.

TABLE 3

t-test of Mean Scores of Faculty and Elementary Student Teachers After Block Courses

Group	df	Σx^2	$\bar{X}$	t
Faculty		257.84	3.74374	
	42			1.3972*
Elementary, ab		325.86	3.10357	

* Not significant at .05. (2.017 required)

Tables 4 and 5 reflect that the same initial situation and corresponding shift toward progressivism occurred among secondary majors as occurred among elementary majors, specifically, a significant difference at the beginning of block courses but no significant difference between faculty and students at the conclusion of block courses.

TABLE 4

t-test of Mean Scores of Faculty and Secondary Student Teachers Before Block Courses

Group	df	Σx^2	$\bar{X}$	t
Faculty		257.84	3.74374	
	54			2.6960*
Secondary, bb		347.73	2.5899	

* Significant beyond .05. (2.005 required)

TABLE 5

t-test of Mean Scores of Faculty and Secondary Student Teachers After Block Courses

Group	df	Σx^2	$\bar{X}$	t
Faculty		257.84	3.74374	
	54			0.0653*
Secondary, ab		705.94	3.70749	

* Not significant at .05. (2.005 required)

Tables 6 and 7 present the situation existing between the college faculty and elementary (Table 6) and secondary (Table 7) cooperating teachers. As is easily perceived, the mean differences between the two groups of cooperating teachers and the faculty are considerable.

TABLE 6

t-test of Mean Scores of Faculty and Elementary Cooperating Teachers

Group	df	Σx^2	$\bar{X}$	t
Faculty		257.84	3.74374	
	34			3.1696*
Elementary, ct		135.50	2.14499	

* Significant beyond .05. (2.032 required)

Table 7

t-test of Mean Scores of Faculty and Secondary Cooperating Teachers

Group	df	Σx^2	$\bar{X}$	t
Faculty		257.84	3.74374	
	41			4.0516*
Secondary, ct		149.02	1.88518	

* Significant beyond .05 (2.021 required)

Tables 8 and 9 present the shift that occurred on the part of elementary student teachers during eight weeks of student teaching experiences. There is little here worthy of special comment since numerous studies have reported similar results. As far as the college education faculty is concerned, there is disappointment that the elementary student teachers did not hold to their belief system more strongly than they did.

TABLE 8

t-test of Mean Scores of Elementary Cooperating Teachers and Elementary Student Teachers Before Student Teaching

Group	df	Σx^2	$\bar{X}$	t
Elementary, ct		135.30	2.14499	
	46			2.2266*
Elementary, st, bst		325.86	3.10357	

* Significant beyond .05 (2.012 required)

TABLE 9

t-test of Mean Scores of Elementary Cooperating Teachers and Elementary Student Teachers After Student Teaching

Group	df	Σx^2	$\bar{X}$	t
Elementary, ct		135.30	2.14499	
	46			0.2794*
Elementary, st, ast		165.05	2.02857	

* Not significant at .05. (2.012 required)

Tables 10 and 11 indicate the shift made by secondary student teachers during student teaching. The shift toward the belief system of the cooperating teacher was expected. The fact that Table 11 indicates that the student teachers are significantly different from their cooperating teachers after eight weeks of student teaching would seem to indicate that they held to their belief system better than did the elementary student teachers. This assumption does not hold true however, because a look at Table 1 will show that the regression for elementary and secondary student teachers was almost identical (1.07500 regression for elementary compared to 1.03750 regression for secondary). The difference lies in the finding that secondary majors went into the student teaching experience with a higher mean score (3.70749) than the elementary (3.10357). Also, the degree of significance over what would have constituted insignificance is quite small (2.1990 obtained t as opposed to 1.998 required for significance).

TABLE 10

t-test of Mean Scores of Secondary Cooperating Teachers and Secondary Student Teachers Before Student Teaching

Group	df	Σx^2	$\bar{X}$	t
Secondary, ct		149.02	1.88518	
	65			4.0782*
Secondary, st, bst		705.94	3.70749	

* Significant beyond .05. (1.998 required)

TABLE 11

t-test of Mean Scores of Secondary Cooperating Teachers and Secondary Student Teachers After Student Teaching

Group	df	Σx^2	$\bar{X}$	t
Secondary, ct		149.02	1.88518	
	65			2.1990*
Secondary, st, ast		365.53	2.66999	

* Significant beyond .05. (1.998 required)

Comparison of Pilot Study and Complete Study. Data collected during the Pilot Study and the Complete Study reveals that the two groups were quite similar. For example, Table 12 indicates no significant difference between the two samples at the completion of on-campus block courses.

TABLE 12

t-test of Mean Scores of Pilot Study Students and Complete Study Students at the Conclusion of Block Courses

Group	df	Σx^2	$\bar{X}$	t
Pilot Study		1499.08	3.23305	
	184			0.9143*
Complete Study		1031.81	3.45882	

* Not significant at .05

The only statistically significantly different mean scores obtained during the Pilot Study and Complete Study arose at the conclusion of student teaching for the two groups. Table 13 reveals that while the two groups were statistically different, the means were quite close. The obtained t was 2.1620 where as a required t of 1.973 is required for significance at .05.

TABLE 13

t-test of Mean Scores of Pilot Study Students and Complete Study Students at the Conclusion of Student Teaching

Group	df	Σx^2	$\bar{X}$	t
Pilot Study		1465.19	2.97796	
	184			2.1620*
Complete Study		530.59	2.40588	

* Significant beyond .05 level

Whether or not it had a measurable bearing upon the results, it must be noted that the Pilot Study Group had student teaching before on-campus block courses whereas the Complete Study Group had student teaching after on-campus block courses.

Limitations of the Study

The first limitation of this study is that an individual's tendency toward conservatism or progressivism is being measured by the Kerlinger Education Scales VI and VII. Thus, the possibility that there may be other methods of assessing these attitudes is recognized. Also, this writer recognizes that the conservatism or progressivism exhibited by a person is only one of many factors influencing attitudes toward education.

Finally, generalizations drawn from this study should be limited to the population sampled, or cautiously applied to educational institutions and populations which closely resemble those included in this investigation.

Conclusions and Recommendations

The results of this study tend to confirm those of other researchers in that the student teachers regressed during the student teaching experience from a very progressive attitude toward a more conservative one. A matter of major concern to the education faculty of Missouri Southern State College is that according to Table 1 the elementary student regressed to a point beyond their cooperating teachers. Whether this same result would occur repeatedly is unknown, especially since the mean differences are so small.

Data from both the Pilot Study and the Complete Study indicate a receptiveness on the part of students to become more progressive regarding their attitude toward education during on-campus courses. The data and results of the study also indicates that the college education faculty is strongly oriented toward progressivism in education. As far as can be determined from this study the Kerlinger Education Scales VI and VII do distinguish degrees of conservatism and progressivism with a considerable degree of accuracy. These scales are short enough that respondents do not rebel against doing them and they can easily be set up for computer operations.

The results obtained from this study have been very revealing to the education department at Missouri Southern State College, especially since we are a relatively new institution engaged in the training of teachers. Even though our students appear to behave in a manner similar to those reflected in other studies, the education faculty is disappointed that our student teachers do not "hold their own" better while engaged in student teaching. As a result, the faculty is exploring methods to approach teacher education that will make tendencies to be receptive to progress and innovation in education more durable among student teachers. The current feeling is that more student involvement in education courses should be stressed, leading toward more of a performance based teacher education program, on the theory that concepts, skills, and attitudes gained through participation and involvement are less easily modified than those gained from lecture, reading, and discussion.

Finally, it is recommended that studies of this nature be set up to undertake processes such as regression analysis in an effort to determine the amount and kinds of interactions occurring among various variables. It appears to this writer that sufficient studies have been made to establish what is happening immediately preceding, during and following student teaching. The important point now would seem to be finding out why, with a goal of reversing some current tendencies. Indeed, until this is done it appears that institutional academic programs and the experience of student teaching will continue to work to the disadvantage of students, especially if the two are viewed as supposedly being complimentary.

APPENDIX

Education Scale VI

Instructions: Given below are 46 statements on ideas, issues, and problems about which we all have beliefs, opinions, and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your beliefs and opinions. The best answer to each statement below is your personal opinion. Individuals are sometimes frustrated with the wording of some of the statements and feel a compulsion to rephrase them. Please do not try to interpret or "read" things into the statements. It is expected that in some instances you will not agree or disagree with the statements in their entirety; for this reason you are given different degrees of agreement and disagreement. Respond to each of the items as follows:

Agree Very Strongly:	+3
Agree Strongly:	+2
Agree:	+1
Disagree Very Strongly:	-3
Disagree Strongly:	-2
Disagree:	-1

For example, if you agree very strongly with a statement, you would write +3 on the short line preceding the statement, but if you should happen to disagree with it, you would put a -1 in front of it. Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement; try to respond and then go on. Please mark every one.

_____ 1. Schools of today are neglecting the three R's

_____ 2. The backbone of the school curriculum is subject matter; activities are mainly to facilitate the learning of subject matter.

_____ 3. Teaching should be based on the present needs of the child.

_____ 4. The American public school should take an active part in stimulating social change.

_____ 5. The traditional moral standards of our culture should not just be accepted; they should be examined and tested in solving the present problems of students.

_____ 6. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.

_____ 7. The healthy interaction of pupils one with another is just as important in school as the learning of subject matter.

_____ 8. The mind of the child must be well-trained if it is to perform its function properly later in life.

_____ 9. Children should be allowed more freedom than they usually get in the execution of learning activities.

_____10. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.

_____11. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.

_____12. Many schools waste time and money on fads and frills: activity programs, driver education, swimming pools, social services, and the like.

_____13. Education and educational institutions must be sources of new social ideas; education must be a social program undergoing continual reconstruction.

_____14. The learning of proper attitudes is often more important than the learning of subject matter.

_____15. Learning experiences organized around life experiences rather than around subjects is desirable in our schools.

_____16. It is essential for learning and effective work that teachers outline in detail what is to be done and how to go about it.

_____17. The true view of education is so arranging learning that the child gradually builds up a storehouse of knowledge that he can use in the future.

_____18. Teachers need to be guided in what they are to teach, No individual teacher can be permitted to do as he wishes, especially when it comes to teaching children.

_____19. Emotional development and social development are as important in the evaluation of pupil progress as academic achievement.

_____20. It is more important that the child learns how to approach and solve problems than it is for him to master the subject matter of the curriculum.

_____21. Learning is experimental; the child should be taught to test alternatives before accepting any of them.

_____22. The curriculum consists of subject matter to be learned and skills to be acquired.

_____23. Each subject and activity should be aimed at developing a particular part of the child's makeup: physical, intellectual, social, moral, or spiritual.

_____24. Teachers should encourage pupils to study and criticize our own and other economic systems and practices.

_____25. Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit.

_____26. True discipline springs from interest, motivation, and involvement in live problems.

_____27. We should fit the curriculum to the child and not the child to the curriculum.

_____28. The organization of instruction and learning must be centered on universal ideas and truths if education is to be more than passing fads and fancies.

_____29. Education and educational institutions must be sources of new social ideas.

_____30. Teachers should keep in mind that pupils have to be made to work.

_____31. Teachers should be free to teach what they think is right and proper.

_____32. Schools should teach children dependence on higher moral values.

_____33. What is needed in the modern classroom is a revival of the authority of the teacher.

_____34. It is unrealistic to expect education to be like real life; it is more a preparation for life.

_____35. One of the basic purposes of education is to conserve and transmit the values and standards of the society of which it is a part.

_____36. The goals of education should be dictated by children's interests and needs, as well as by the larger demands of society.

_____37. Subjects like communism and capitalism should be studied in the public schools.

_____38. The modern public school is sacrificing too much of our cultural heritage in its preoccupation with life-adjustment and group living.

_____39. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.

_____40. Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the public school curriculum.

_____41. Children should be taught that all problems should be subjected to critical and objective scrutiny, including religious, moral, economic, and social problems.

_____42. The movement to substitute "activities" for subjects in the curriculum of the modern school will operate against the best interests of American education.

_____43. Standards of work should not be the same for all pupils; they should vary with the pupil.

_____44. Children need and should have more supervision and discipline than they usually get.

_____45. Education is not so much imparting knowledge as it is encouraging and prompting the child to use his potentialities for learning.

_____46. In a democracy, teachers should help students understand not only the meaning of democracy but also the meaning of the idiologies of other political systems.

EDUCATION SCALE VII

Instructions: Given below are 30 statements on ideas, issues, and problems about which we alll have beliefs, opinions, and attitudes. We all think differently about such matters, and this scale is an attempt to let you express your beliefs and opinions. The best answer to each statement below is your personal opinion. Individuals are sometimes frustrated with the wording of some of the statements and feel a compulsion to rephrase them. Please do not try to interpret or "read" things into the statements. It is expected that in some instances you will not agree or disagree with the statements in their entirety; for this reason you are given different degrees of agreement and disagreement. Respond to each of the items as follows:

Agree Very Strongly:	+3
Agree Strongly:	+2
Agree:	+1
Disagree Very Strongly	-3
Disagree Strongly:	-2
Disagree:	-1

For example, if you agree very strongly with a statement, you would write +3 on the short line preceding the statement, but if you should happen to disagree with it, you would put a -1 in front of it. Respond to each statement as best you can. Go rapidly but carefully. Do not spend too much time on any one statement; try to respond and then go on. Please mark every one.

_____ 1. Learning is essentially a process of increasing one's store of information about the various fields of knowledge.

_____ 2. The curriculum consists of subject matter to be learned and skills to be acquired.

_____ 3. The learning of proper attitudes is often more important than the learning of subject matter.

_____ 4. It is more important that the child learn how to approach and solve problems than it is for him to master the subject matter of the curriculum.

_____ 5. The true view of education is so arranging learning that the child gradually builds up a storehouse of knowledge that he can use in the future.

_____ 6. What is needed in the modern classroom is a revival of the authority of the teacher.

_____ 7. Teachers should keep in mind that pupils have to be made to work.

_____ 8. Schools of today are neglecting the three R's.

_____ 9. Standards of work should not be the same for all pupils; they should vary with the pupil.

_____10. The goals of education should be dictated by children's interests and needs, as well as by the demands of society.

_____11. Each subject and activity should be aimed at developing a particular part of the child's makeup: physical, intellectual, social, moral, or spiritual.

_____12. Right from the very first grade, teachers must teach the child at his own level and not at the level of the grade he is in.

_____13. Teachers need to be guided in what they are to teach. No individual teacher can be permitted to do as he wishes, especially when it comes to teaching children.

_____14. Learning experiences organized around life experiences rather than around subjects is desirable in our schools.

_____15. We should fit the curriculum to the child and not the child to the curriculum.

_____16. Subjects that sharpen the mind, like mathematics and foreign languages, need greater emphasis in the public school curriculum.

_____17. Since life is essentially a struggle, education should emphasize competition and the fair competitive spirit.

_____18. The healthy interaction of pupils one with another is just as important in school as the learning of subject matter.

_____19. The organization of instruction and learning must be centered on universal ideas and truths if education is to be more than passing fads and fancies.

_____20. The curriculum should contain an orderly arrangement of subjects that represent the best of our cultural heritage.

_____21. True discipline springs from interest, motivation, and involvement in live problems.

_____22. Emotional development and social development are as important in the evaluation of pupil progress as academic achievement.

_____23. Education and educational institutions must be sources of new social ideas.

_____24. Children should be taught that all problems should be subjected to critical and objective scrutiny, including religious, moral, economic, and social problems.

_____25. One of the big difficulties with modern schools is that discipline is often sacrificed to the interests of children.

_____26. Teachers should encourage pupils to study and criticize our own and other economic systems and practices.

_____27. Children need and should have more supervision and discipline than they usually get.

_____28. Schools should teach children dependence on higher moral values.

_____29. The public school should take an active part in stimulating social change.

_____30. Learning is experimental; the child should be taught to test alternatives before accepting any of them.

K E Y

EDUCATION SCALE VI

A	B
	1
	2
3	
4	
5	
	6
7	
	8
9	
10	
	11
	12
13	
14	
15	
	16
	17
	18
19	
20	
21	
	22
	23
24	
	25
26	
27	
	28
	29
30	
31	
	32
	33
	34
	35
36	
37	
	38
	39
	40
41	
	42
43	
	44
45	
46	

EDUCATION SCALE VII

A	B
	1.
	2
3	
4	
	5
	6
	7
	8
9	
10	
	11
12	
	13
14	
15	
	16
	17
18	
	19
	20
21	
	22
	23
	24
	25
26	
	27
	28
	29
	30

SCALESES ATTACHED: ES-I, ES-II
ES-VI, ES-VII